

**CAUSES OF SCHOOL DROPOUTS IN PRIMARY SCHOOLS OF
WAKISO SUB-COUNTY IN BUSIRO COUNTY
(WAKISO DISTRICT)**

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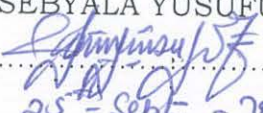
**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
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DECLARATION

I **SSEBYALA YUSUFU**, hereby declare that the material produced in this report is my original work and has never been submitted in any other University.

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APPROVAL

This report has been submitted for examination with my approval as a University Supervisor.

Name:

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SAMANTA
BELLITAY
20 1st / Oct / 09

DEDICATION

I dedicate this book to my family members.

ACKNOWLEDGMENT

With so great radiant, let me take this golden opportunity to thank the Vice Chancellor, and my Lecturer Mr. Samanya Bulhan who has maneuvered tirelessly guided and moulded my work up to the extent you can read it.

The author is particularly indebted to his parents Mr. Bukenya Haruna, Mrs. Namazzi Rehema Bukenya, brother Obed Bukenya who encouraged him to continue with this noble profession.

In a special way the author extends his thanks to his wife and their children for their encouragement and support throughout the course.

All in all those whose names have not been mentioned but made any contribution here and there in the production of this report are highly appreciated.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv

CHAPTER ONE

INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study.....	3
1.4 General objective.....	4
1.4.1 Specific Objective	4
1.5 Research Questions.....	4
1.6 Scope of the Study.....	4
1.6.1 Contextual scope.....	4
1.6.2 Geographical scope.....	4
1.6.3 Time scope	5
1.7 Significance for the Study.....	5
1.8 Definition of operational terms.....	5

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE.....	6
2.0 Introduction.....	6
2.1 Comparison of primary school drop out among few countries.....	6
2.2 Parents Participation on pupils drop out in UPE schools.....	7
2.3 Indiscipline cases and Pupils drop out in UPE schools.....	9

CHAPTER THREE

RESEARCH METHODOLOGY	13
3.0 Introduction.....	13
3.1 Research Design.....	13

3.2 Area of the Study	13
3.3 Target Population.....	13
3.4 Population Sample.....	14
3.5 Research Instruments	14
3.5.1 Questionnaires.....	14
3.5.2 Interviews	14
3.5.3 Secondary Sources.....	15
3.6 Ethical Procedures.....	15
3.7 Data Analysis.....	15
3.8 Limitations of the study	15

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS.....	17
4.0 Introduction.....	17
4.1 Social Demographic Characteristics	17
4.1.1 Age.....	17
4.1.2 Marital Status	17
4.1.3 Sex of the respondents.....	18
4.1.4 Educational status.....	18
4.2 Causes of school drop out in Wakiso Sub-County Wakiso District	20
4.2.1 Poverty.....	20
4.2.2 Corporal punishments.....	21
4.2.3 Chronic Illness	21
4.2.4 Long distance of school	22
4.2.5 Lengthy learning hours.....	22
4.3 The effects of school drop out in Mende Kalema Memorial P/S.....	23
4.3.1 High crime rates	23
4.3.2 High illiteracy level.....	24
4.3.3 Early marriage.....	24
4.3.4 Early pregnancies.....	25
4.4 Solutions to learners' school drop out in Mende Kalema M.P/S	26
4.4.1 Build more schools	26

4.4.2 Provide free education.....	27
4.4.3 Compulsory educations.....	27
4.4.4 Provide lunch in schools	28
4.4.5 Reduce on learning hours.....	28

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATION, AND CONCLUSIONS.....	29
5.0 Introduction.....	29
5.1 Summary of the study.....	29
5.2 Recommendations	30
5.2.1 Parental responsibility	30
5.2.2 Community involvement	30
5.2.3 Government role	31
5.2.4 Ban corporal punishments.....	31
5.2.5 Arrest school drop outs	31
5.2.6 Promote career guidance.....	32
5.3 Conclusions.....	32
5.4 Areas for further research	33
 <i>REFERENCES</i>	 34

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universal Primary Education (UPE) was introduced in 1997 provides free education to all primary school going age (6-13 years) children in Uganda. Its introduction was welcomed nationally to an increase in enrollment in government aided schools from 2.9 in 1996 to approximately 6.2 million in 2001 and 7.3 in 2002.

As much as Universal Primary Education has been praised by the young and old, there is high drop out rate and a lot is still to be done in the delivery of UPE for it to achieve its objectives.

In recent years it has been discovered that in Government Aided Schools the number of pupils enrolled at each year has been reducing drastically as the year progressed, leading to **leaving** the school by the end of the Academic Year.

Primary education was a pride for pupils, parents and society at large because a pupil at school was admired by all. Education was the only route for socio- economic mobility and this discouraged any form of school drop out. It was the educated one who was admired because it was the society's helper, hope and instrument. After the independence in 1962 when Uganda Government took over education in the country, things began to change. Every child was required to pay school fees and even schools' fees began to hike (Onek S et al; 2007).

According to Ministry of Education and Sports (1998) Report, the introduction of free education in primary has led to increased enrollment; large number of pupils, overcrowded classrooms is big challenge of UPE. This has led to shortage of space, instructional materials and supervision skills. Overcrowding causes air borne diseases such as flu, cough (Olupot, 2002).

Universal Primary Education is the provision of basic education to all Ugandan children of primary school going age. Most Ugandans first at National and Local Level learnt about Universal Primary Education in 1996 when President Y. K Museveni pledged free tuition for two girls and two boys of primary school going age from every family household. UPE as a program was first launched with the first term in 1997. UPE was introduced purposely to reduce illiteracy in Uganda, though it has caused a lot of problems such as increasing drop out cases, poor performance in UPE schools especially at PLE, congestion of schools and some untrained teachers have been recruited (UNEB: 2002).

By 1974, Uganda had 3154 primary schools with a total enrolment of 792,000 pupils taught by 26,000 teachers, which gave a teacher — pupil ratio of 1:30. This was a remarkable increase but the problem of lack of employment could have been the start of school drop out. Practical subjects and vocational courses had been dropped after 1960's which increases on the number of drop out. Pupils started seeing no future in education after primary seven. They went to school to learn reading, writing and arithmetic in lower primary after which they dropped to join the world of work (Aggarwal; 1992).

Presently, with the introduction of UPE in 1997, everything has changed. Every pupil is supposed to buy scholastic materials, uniform and pay for his/her meals, which have escalated the drop out situation. Parents are not very much concerned with the education of their children. This is attributed to the number of prevailing circumstances that are negative towards education such as lack of role models, alcoholism, poverty, indiscipline and child labour. Parents are only interested in child labour. This has accelerated pupils' drop out in many parts of the country, rural areas inclusive that forced the researcher to take an interest in finding out the causes of primary school drop out in the study area.

The incidence of school pupil drop out was not known during Missionaries time. This was because the Education curriculum in primary schools, was made in such a way that every one's ability and interest were catered for. Ssekamwa (1993) says that, scholastic materials like textbooks, pens and pencils were supplied by the government. Schools and parents could only buy uniform for the children.

1.2 Statement of the Problem

According to the Ministry of education report- 2000, lack of parents' participation and discipline at the school may have contributed greatly for this. No systematic study has been done so far to critically assess the study problem; therefore the researcher will try to investigate the causes, effects and solutions of school drop out in UPE schools in Wakiso District.

Since the inception of UPE in 1997 in order to enable pupils' complete the primary school cycle, it was expected that about one million pupils were expected to sit for PLE in 2003 but only about 400,000 pupils sat for PLE (Isaac Kigongo 2000). This means that rest dropped out though there were no payments in primary schools. Today, the pupils' drop out has generally remained very high in the city. Many factors led by UPE program like unhealthy school environment and inadequate instructional materials among others may be responsible for pupils' negative attitude towards education and end up dropping out of school.

1.3 Purpose of the Study

The purpose of the study was to investigate the causes of primary school drop out in UPE schools in Wakiso District, which has become a great concern of educational planners, administrators, curriculum planners and the general public.

1.4 General objective

To determine the causes of pupils' drop out in UPE schools in Wakiso Sub-County.

1.4.1 Specific Objective

- ❖ To establish the causes of children's school drop out in Wakiso Sub-County Primary Schools.
- ❖ To find out the effects of pupils' school drop out in Mende Kalema Memorial Primary School.
- ❖ To suggest policy measures to address the problem of pupils' school drop outs in Mende Kalema Memorial Primary School.

1.5 Research Questions

The study will be guided by the following research questions;

- i) What are the causes of pupils drop out in Mende Kalema Memorial Primary School?
- ii) What are the effects of pupils' school drop outs in UPE schools in Mende Kalema Memorial Primary School?
- iii) What the solutions to pupils' school drop outs in Mende Kalema Memorial Primary School, in Wakiso District?

1.6 Scope of the Study

1.6.1 Contextual scope

This study was limited to the causes of pupils drop out in Mende Kalema Memorial Primary School. The researcher will investigate whether indiscipline cases and lack of parents' participation are the cause of the study problem. 40 respondents, gender balance was considered during the research study.

1.6.2 Geographical scope

It was carried out Mende Kalema Memorial Primary School of Wakiso District. This particular area was chosen for this study because it's easily accessible to the researcher. It was descriptive in nature whereby the

researcher collected data from the teachers, head teachers, pupils and parents

1.6.3 Time scope

The research study looked at the current years that are from 2005 to 2007. This particular time was chosen because it coincided with increasing pupils drop out cases in UPE schools in the study area. Therefore these years could stand to outline the causes of pupils drop out. The study was done within only three months.

1.7 Significance for the Study

The findings were of great importance to;

- i) To the Educational Administrators, Planners and Policy Makers to realize the causes of pupils drop out in UPE schools and perhaps identify solutions to the problem.
- ii) It helped in setting ground for the school heads, NGOs and other services to see the necessity of initiating projects and policies! laws aimed at addressing causes of pupils drop out among families, UPE schools and societies.
- iii) The study was of significance in making the public aware of the cause, effect and solutions of pupils drop out. Most societies will be aware that pupil drop out is one of the ways of violating pupil rights and so get away of fighting against it.
- iv) The study was an eye opener to other researchers in making more analyses and critic the problem in the future.

1.8 Definition of operational terms

Pupil	-	A child who is in the elementary level of studies
Education	-	Is the act of acquiring knowledge formally
Class	-	Is the room/place of pupils' gathering to be taught
Teacher	-	Is the person who imparts knowledge in the pupils
School	-	is an organized institution from where pupils come to buy knowledge

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter included looking through the earlier research documents; literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Apart from going through other related work. It also involved critically going through other services of materials that are related with the research topic. The world is aware of looming crisis of pupils drop out in UPE schools. However, the most urgent matter at hand in this study is to review previous studies in relation to the topic. The literature is drawn from a number of sources that are closely related to the subject under study.

2.1 Comparison of primary school drop out among few countries

Table 1: Overall Dropout Rates in Primary School-Grades 1, 4, & Final (non disaggregated) 1997

Country	Grade 1	Grade 4	Final Grade
Ethiopia	29	5	6
Kenya	5
Malawi	26	13	4
Mozambique	8	11	8
Namibia	10	6	9
Rwanda	13	11	13
South Africa	28
Uganda	11	10	13
Zambia	22
Zimbabwe	26	2	30

Source: UNICEF: *Indicators III on Primary Education in Eastern and Southern Africa with special Reference to the Education of girls, plus various Country report data.*

2.2 Parents Participation on pupils drop out in UPE schools

In 1997 when Universal Primary Education was introduced in Uganda, among the challenges it faced was large numbers and lack of parents/guardians support. Despite these problems, there were many more others such as inadequate school facilities and teachers' illness (absenteeism). Some teachers were unmotivated while others were negligent, pay did not seem to be a key factor but the researchers study revealed that teachers most wanted textbooks and other teaching materials (Ministry of Education and Sports: 2007).

Then according to Ellington (1995), instructional materials are very important in the teaching- learning process thus reducing on pupils' drop out. He further comments that pupils can get information from textbooks and carryout their independent learning. The most important factor which affects the availability of textbooks is the government policy especially Universal Primary Education Program. Parents were given a chance to give their children's the necessary materials but this has been contrary since its inception.

Domestic work has greatly affected school drop out. Parents involve their children in agricultural work and left with no time to attend schools. Parents even do not care for the basic needs of children. They overload them with domestic responsibilities leaving no time to study. They show little interest in children's' learning which made children drop out due to lack of parents' support and guidance.

Ezewu (1998) says that, a poor atmosphere at home also negatively affects learning and lowers pupils' performance. The economic level of crowded homes can not fully support all the children at school. Some have to drop out and when it comes to making a choice as to who should continue on the meager income of the family usually cited in Wakiso Sub-County. Ezewu continues to say that polygamy is a greater cause of school drop out

because of rivalry among family members resulting in; fraternal, parental, conjugal conflict and lack of attention among the family members.

The storage facilities in primary schools are not appropriate unlike some few lucky schools which have fairly established libraries with parents support. According to Parrot (1998), parents should guide their pupils in using a number of different resources for their own work in schools.

Onyek S et al (2007) mention of the role of parents guardians in schools. The role of parents in a school is all embracing. Parents' organ can determine the fate of their school's policies, plans and programs. The researcher also contends with these ideas because the time available for the teachers to interact with learners is not adequate, so parents should have time for their children especially in counseling them, help them to do home work and love education. It therefore forced the researcher to established vital role of parents and guardians in the pupils drop out in primary schools.

Primary school management is the responsibility of the parents as the focal controller of the program at the ground level. Parents, guardians and parents' organs like PTA and School Management Committees are the planner and general manager of the school. The Education White Paper (1998), observes in regard to the role of parents, guardians in school management that; 'proper school management and administration require planning, organization and directing the school to effect good discipline, academic standards and an atmosphere of educational standards worth of praise'.

This calls for rules and regulations to shape the daily routine of the institution. The provision of professional education management also goes with the parents' organs as the head of the family of learners. Routine in schools is an essential element that parents and guardians should emphasize as to reduce on school drop out. Such things if not followed in an institutional program can create anarchy (Ibid).

USAID (2001) also agrees with above authors indicating that increased poverty in households affected by HIV AIDS leads to decreased access to, and quality, of education. In these households resources to pay for school fees, books and supplies are often lacking. Children are often forced to leave school once a parent becomes sick; girls are often forced to drop out of school to care for sick parents and other relatives, while boys may be forced to drop out of school because their income is needed to support the household.

Children who remain in school may find it difficult to concentrate on school work or to interact with teacher or peers and when a parent dies; many orphans do not continue their education due to decreased economic capacity of their foster families. Besides UPE being in place the drop-out problem has reached a stage which parents have found necessary to focus on government and public attention. So that is why, the current study intends to find out causes of pupils drop out in primary schools.

2.3 Indiscipline cases and Pupils drop out in UPE schools

Indiscipline as the general lack of discipline; John W (2003) speaks of moral behavior and norms as acceptable standards for judging discipline in a society. There is also an implication of social criteria by which one must be judged as a misfit or fitting in society. Moral rules are a prerequisite for standard discipline. Generally, according to the Education White Paper (1998), the increasing rate of pupils' drop out is attributed to; teachers and pupils' absenteeism, school strikes, drunkardness, latecoming, teasing, smoking and abuse of other substances.

According to Kasirya (2000) data from policy, NGO, and school centre suggests that indiscipline in class/ lesson is the common multi practice done by pupils in Uganda. He maintained that, the problem of indiscipline is gradually and steadily spreading to the rural areas concentrating mainly in town/ trading centre. In a study done on drug substance abuse in Primary

Schools of Wakiso and Kampala found that, 71% of the students 'dodge' classes and use that time using drugs and alcohol. Primary schools in Wakiso District, young pupils especially between 15 years and 18 years are taking some drugs like Marijuana, all in turn forcing them to school drop out consequences.

Baraba (2004) observed that, the management and administration of a school are the basis of good discipline. He proposes that such routine things as morning cleaning, school assembly, class activities, Sunday services, parades, break time, games and sports, punctuality, uniform, teachers' smartness, meals and habits of drug abuse such as smoking and drinking are crucial in containing school organization as well as management. Therefore, he concluded that, there is need to reduce managerial loopholes that result into indiscipline of pupils ending up in dropping out of school.

D Llyodd (1986) on the possible causes of indiscipline and the administration of punishments dwells on the influence of the home on the child's behavior. This is followed with his observation on children background. That 'if a child is mal — adjusted in discipline due to his background indiscipline may take long to correct'. This work has unearthed any relationship between pupils' background and indiscipline. Generally, the influence of the home on the child and the school community culture and vice — versa is responsible for indiscipline cases like increasing 'child drop out in primary schools.

Aggarwal (1992) outlines the following causes of school pupil drop-out as;

- Poverty of parents which necessitates utilization of the services of the children for supplementing their learning.
- Least qualified and untrained teachers being kept in charge of one class.
- Lack of regular and effective inspections and academic guidance by inspecting staff and lack of adequate accommodation and attractive school environment.

Ssekamwa J et al (1993), says that, dropping out of school may be reduced through drop out prevention programs. These are programs that aim at improving the school and home environment. Emphasis should be placed on the internal efficiency of the educational system. This would include; adequate supply of trained and motivated teachers, provision of teaching materials and enhancing co operation between teachers and parents.

The home environment should be improved through non formal education which could empower the adults to encourage and support the education of their children. Such programs would enlighten adults in our society. Non formal education targeted on income generating activities would improve the earnings in homes so that parents are able to meet school requirements and reduce school drop out due to inability to pay fees (ibid).

Aggarwal (1992), outlines the following measures for controlling drop out;

- Under the school health services, pupils may be given nutritious diet by the introduction of mid day meals.
- Children may be liberally promoted from class one to class two.

A reasonable teacher — pupil ratio may be maintained at such a level to ensure adequate individual attention.

Effective supervision and inspection may be provided by both district officials and head teachers.

Lack of facilities in schools; For universal primary education to function properly it needs classrooms, playing grounds, storage facilities and staff accommodation of which most school do not have. A majority of schools operate either in substandard or inadequate facilities.

According to Glen William etal (2001) notes that since the introduction of universal primary education teachers are faced with classes of up to 200 pupils because of unfilled teaching posts. Pupils are often late to school or absent because of child-care or domestic responsibilities or insecurity. This led to pupils dropping out of school because they fail to see the importance of education.

According to Ministry of Finance, Planning and Economic Development Kampala, and Poverty Eradication Action Report (2001—2003) volume one; It has been noted that the introduction of the policy of UPE with free education for four children in every family has transformed the situation of enrolment, which has risen further each year since 1997 the key issue now is how to keep enrolment high and improve the quality in a very heavily burden system of school dropouts. The most difficult challenge has been to maintain or improve quality with very large increase in quantity. But due to poor quality of education UPE has experienced tremendous school dropouts rates for the past years.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter included the methodology of the study. It entails research design, geographical location/area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

3.1 Research Design

The research study was conducted using a research survey design case study of Mende Kalema Memorial Primary School in Wakiso District. It was purposely chosen as a case study because it experiences high rate of pupils' drop out cases among the UPE primary schools. This enabled the researcher to take an easy look at the study and analyze it from different perspectives. The study was both quantitative and qualitative in nature.

3.2 Area of the Study

The research study took place in Mende Kalema Memorial Primary School in Wakiso District among the seven selected schools with an aim of establishing the causes of pupils drop out in UPE schools. The selected schools were included;

3.3 Target Population

The population under study composed of 10 head teachers/teachers, 10 pupils, 10 political leaders and 30 parents. The study considered gender balance of the respondents. It will be purposefully chosen as a case study because it experiences a wide spread of pupils drop out. This enabled the researcher to analyze the phenomenon from different perspectives.

Table 2: The sample size of 60 respondents was chosen and this was arrived at as:-

Category	Number of Respondents
Political leaders	10
Pupils	10
Teachers	10
Parents	30
Total	60

3.4 Population Sample

Data was collected from size of 60 respondents. The sampling of respondents was done first by use of random sampling method; where by researcher divided the schools according to their parishes. That is, one school was selected per parish and only seven schools were randomly selected. The simple random sampling technique was used to select the respondents from the identified schools, which are teachers/ head teachers, pupils and parents.

3.5 Research Instruments

Data was collected by use of the following methods;

3.5.1 Questionnaires

These were used to collect data from the respondents. These helped in collecting information in a short time. They were for teachers and head teachers. All questionnaires were designed to get the views; attitudes and perception of the respondents regarding the causes of pupils drop out in UPE in Wakiso Sub-County, Wakiso District.

3.5.2 Interviews

An interview guide was also used by the researcher to collect information from parents and pupils in selected UPE schools. An interview guide will be used to obtain information from these respondents. This method was used

because it ensures accurate information and allowed deeper investigation into the study problem.

3.5.3 Secondary Sources

This information was collected from textbooks, magazines and other related information about the problem. These were supplement on the data got from primary respondents.

3.6 Ethical Procedures

The researcher got an introductory letter from the Director of Institute of Distance Learning introducing him to the people in authority of schools in Wakiso Sub-County especially the Local Council Administrators and Headteachers of the selected schools, seeking for permission to carry out research about 'the causes of pupils drop out in UPE schools. After permission is granted, the researcher was able to collect data from the chosen schools and respondents according to the agreed time schedule.

3.7 Data Analysis

Data was processed and analyzed qualitatively. This included; use of tables, frequencies, percentages and use of descriptive statistics for easy presentation of the research findings.

3.8 Limitations of the study

The study was hindered by the following factors;

Refusal of the respondents to effectively respond to the questions was one of the most notable problems that the researcher is most likely to face while conducting the research.

Financial constraint was also seen as another possible factor to limit the study. Transport costs are so high to be met by the researcher and this fully contributed to the delay of the research because it may be hard for the researcher to continue with the tight budget.

Rudeness and hostility among some respondents were also seen as other limitations of the study 'in the sense that the researcher might find that there are rude and hostile respondents who in the long run may turn down the request of the researcher to answer the questions. Many of such respondents may walk away despite of the fact that the researcher may try to plead for their attention.

Shyness of the respondents was sensed as another limitation of the study.

The researcher was also affected by the prevailing weather conditions i.e. the rain. It is true that the researcher was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

Other respondents wanted some money from the researcher.

However, these problems were overcome by the researcher in the following ways;

Strict adherence to the tight budget was the solution to the problem of lack of finance.

Humble talk and convincing of respondents was the ways employed by the respondents to overcome the problem of unwilling and shy respondents to answer the questions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

4.1 Social Demographic Characteristics

4.1.1 Age

Respondents were asked questions related to their age and the results are shown in the table below:

Table 4.1: Age distribution of respondent

Age group	Frequency	Percentage
Below 24	8	6.6
25 - 29	32	26.6
30 - 39	24	20
40 - 49	44	36.6
50 - above	12	10
TOTAL	120	100

Source: Primary data

The figure shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

4.1.2 Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 4.2: Marital status

Marital Status	Frequency	Percentage
Married	60	50
Single	16	13.3
Widow	32	26.6
Widower	12	10
TOTAL	120	100

Source: primary data

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 4.3: Sex of the respondents

Sex	Frequency	Percentage
Female	76	60
Male	44	40
Total	120	100

Source: primary data

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4.4 : Educational level of the respondents

Education levels	Frequency	Percentage
Uneducated	44	36.6
Primary	28	26.6
Secondary	16	13.3
University	8	6.6
Tertiary	12	10
Others	8	6.6
Total	120	100

Source: primary data

Table 4 above shows educational levels of the respondents and it revealed that 36.6% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 10% had tertiary education and 6.6% fell under other levels of education.

4.2 Causes of school drop out in Wakiso Sub-County, Wakiso District

Table 4.5: Causes of pupils' school drop out

Response	Political leaders	Pupils	Teachers	Parents	Total	Percentage
Poverty	4	2	5	10	21	35
Corporal punishments	2	3	1	6	12	20
Chronic sickness	3	0	2	8	13	21.6
Long distance of schools	0	2	2	4	8	13.3
Lengthy learning hours	1	3	0	2	6	10
Total	10	10	10	30	60	100

Source: primary data

4.2.1 Poverty

Poverty has been noted by the respondents as one of the causes of school drop outs in Mende Kalema Memorial Primary School, Wakiso District. The respondents here noted that many of the people are quite poor to afford school fees and other incentives that may be necessary for pupils' academic purposes. Poverty in this area is quite alarming that it poses a lot of threat to the school going children in Wakiso Sub-County, Wakiso District and the study found that 21.6% of the respondents gave poverty as the answer. The parents in this area described to be living in absolute poverty-a state of individual acceptance that he/she is poor. Given this kind of situation, many of the school going children suffer a lot because the result of every thing is felt by them and no one else. Poverty is a very big problem to many of the households in Wakiso District and to the rest of the people in Uganda at large especially those of the rural settlement. This has been due lack of

income generating activities among the population and due to over reliance on agriculture.

4.2.2 Corporal punishments

Corporal punishments have also been cited as another cause of school drop outs in Mende Kalema Memorial Primary School, Uganda with 20% of the respondents. Corporal punishment has been a lingering problem because many of the teachers have been found giving undesirable punishments to the pupils to the extent that many of the children decide to drop out of school because they can not endure with the level of mistreatment in the schools. Many of them look at schools as a rough place to leave in and some of the pupils look at school as 'a free prison' in which one is seen free to move home and come to school at will. One of the teachers in the local primary school had this to say "I am a teacher like any other teacher in Mende Kalema Memorial Primary School but I have never caned any pupil more than two strokes yet I see my fellow teacher caning pupils to the extent of fainting. With this kind of situation, many of the pupils have been forced to run away from schools.

4.2.3 Chronic Illness

The respondents also noted that chronic illnesses have also been partially responsible for the school drop outs in Mende Kalema Memorial Primary School. It has been found that many of the school going children drop out of school because of chronic disease. Many of these diseases include HIV/AIDS, asthma, epilepsy among other diseases mentioned with 21.6% of the total number of respondents. The respondents noted that many of pupils diagnosed with such diseases feel so suppressed and uncomfortable to study as many of them look at going to school as wastage of time. Chronic illnesses have forced many pupils to drop out of school because the students can not concentrate, as many of them don't attend school because of long sickness once they fall sick. Epilepsy has been noted as one of the worst sickness among the sicknesses mentioned because it has the worst effect on the pupils. One teacher said "I had a very bright pupil in my class

but this pupil dropped out of school because of epilepsy since he in many cases could be attacked and could lose consciousness, which forced him to abandon studies," said one teacher.

4.2.4 Long distance of school

Long distance of the school is yet another reason given by respondents as one of the causes of school drop outs in Mende Kalema Memorial Primary School and this had 13.3% of the total percentage of the respondents. It has been found by the researcher that many of the pupils drop out of schools because of long distances of school location which become so hard for the pupils to travel to schools every day for example the day pupils who have to commute from home every day to school. Many of the pupils have to travel long distances of between 2 km-6km daily from their homes to schools. This is a very long distance to be traveled by young school going children because many of them get tired in the process of traveling to schools. To make matters worse still, many of these students are being caned for late coming once they are caught coming late. Long distance to traveling plus punishments for late coming do worsen the rate of school drop outs in Mende Kalema Memorial Primary School.

4.2.5 Lengthy learning hours

Lengthy learning hours have also been given by the respondents as one of the causes of school drop outs in Mende Kalema Memorial Primary School with 10% of the percentage of respondents. Many of the students have been found to be learning for lengthy hours for over eight hours a day or more like for candidate students who do have to study for extra hours though these learning hours are constitutionally wrong. Public holidays ought to be respected but many of the schools do operate illegally even in these public holidays and weekends. Long hours of studies have forced many students to drop out of schools because many of them can not afford being in class for long hours due to their low learning levels. Many pupils do not adapt to such long working hours set by many pupils in Mende Kalema Memorial Primary School.

4.3 The effects of school drop out in Mende Kalema Memorial Primary School

Table 4.6: The effects of school drop out among school children

Response	Political leaders	Pupils	Teachers	Parents	Total	Percentage
High crime rates	3	4	2	10	19	31.6
High illiteracy levels	3	2	5	4	14	23.3
Early marriage	1	2	2	9	14	21.6
Early pregnancies	3	2	1	7	13	21.6
Total	10	10	10	30	60	100

Source: primary data

4.3.1 High crime rates

High crime rates are one of the foreseen effects of school drop out in Mende Kalema Memorial Primary School as per the respondents who in this consisted by mainly parents with over 18% of the respondents. The respondents here noted that once there is a high school drop out in the area, the result of it all will be high crime rates as many of the pupils who do not go to school will be involved in crimes and this had 31.6% of the total percentage of the respondents. One of the parents in this place said that many of the criminals around the Sub-County are former school drop outs who have resorted to crimes due to idleness and total lack of what to do.

Many of the parents are so worried of further drop outs in school for fear of high crime rates which is now rocking the area. Crimes have been associated with idleness and it has been found that many of the young people who not attend school usually lack what to do and they have been associated with crimes because of idleness and others are in schools.

4.3.2 High illiteracy level

High level of illiteracy was also given as one of the immediate effects seen with school drop outs in Mende Kalema Memorial Primary School. The respondents noted that as the world is struggling to wipe out illiteracy, it may seem hard for the people of Wakiso District because illiteracy rate is expected to increase the more children fail to enroll for UPE than it is today and this had 23.3% of the total percentage of the respondents. Whenever there is high school drop outs in an area, the level of illiteracy increases and this is hazardous in the society especially for national development because many of the people will not be economically productive as they are expected to. With a high level of illiteracy, the result of it all is underdevelopment because many of the population will not be in position to compete in this globalized world since survival in the globalized world needs literate people who can compete economically in the society; that is within Uganda, East Africa, and the world at whole because the world is growing at a very high rate.

4.3.3 Early marriage

Early marriage was a no fore gone conclusion to the respondents as one of the citable effects of school drop outs in Mende Kalema Memorial Primary School with 21.6% of the total percentage of the respondents. The respondents have noted that with school drop out among young people, marriage is therefore the result because there will be nothing that these idle people will think of other than marriage. Early marriages to day in the society increases the chance of early birth and resultant increase in the population of an area with it effects again. This kind of situation is quite scaring to the people in the area of Mende Kalema Memorial Primary School because there will be a high population due to increased birth rate in the

area. Early marriage threatens parents because many of the young people will be married yet they can not control their relationships/marriages and many of them will be forced to divorce. Early marriages in general have diverse effects in the society since it is associated with many social evils in the society.

4.3.4 Early pregnancies

Early pregnancies will be the result of the early school drop outs in Mende Kalema Memorial Primary School as per the pupil and this also had 21.6% of the total number of respondents. The respondents who happened to be mainly political leaders said that early pregnancies are always associated with school drop outs. They posed a worry of high death rates among the young pregnant people because many of them will be forced to die in process of child birth as they are young of normally give birth with out any contradiction. Early pregnancies cause a lot of effect to the parents who will be expected to look after the new born babies since their daughters can not afford looking after such children born to them. This in many cases are seen as unwanted pregnancies as the partners will not desire the pregnancies since they are not ready for them but the pregnancies come just as a result of un protected sex by the partners though with out any intention of being pregnant.

4.4 Solutions to pupils' school drop out in Mende Kalema Memorial Primary School

Table 4.7: The solutions to the pupils' school drop out

Response	Political leaders	Pupils	Teachers	Parents	Total	Percentage
Build more schools	3	1	2	7	13	21.6
Free education	0	4	2	11	17	28.3
Compulsory education	4	2	1	4	11	18.3
Provision of lunch in schools	1	3	5	3	12	20
Reduction of learning hours	2	0	0	5	7	11.6

Source: Primary data

4.4.1 Build more schools

Building of the more schools is one of the solutions given by the respondents as one of the ways of solving the high rate of school drop out in Wakiso Sub-County Primary Schools with 21.6% of the percentage of the respondents. The respondents said that there should be more pupils in Wakiso District. This is because there are few Government Schools in Wakiso Sub-County and this has been of a greater effect in the area since many of the available schools have been found to be few as compared to the demand in the area. There are quite many pupils in the area yet the available schools do not much the available number of pupils who want to access the schools. In addition to these few schools available, they are again worsened by the distances of these school location because many of these schools are located far away from the area where many of the pupils live, hence worsening the problem of school drop outs.

4.4.2 Provide free education

Provision of free education is yet another solution to school drop outs in Mende Kalema Memorial Primary School and this had 28.3% of the total percentage of the respondents. The respondent here noted that there should be provision of absolutely free education in Wakiso District because it has not been clear whether there is free education or just an existence of the name 'Free education'. Free primary education for example exists by name but not by practice because many of the pupils do pay some amount of money while in school. The government is called upon here to ensure that there is free education availed to the students because many of the students do pay some amount of money every term in the name of school development funds/fees, holiday fees, examination fees among others as many schools may subscribe to the need. These kinds of fees are so expensive to the students to the extents that many of them can not meet the costs and the solution to which is school drop outs.

4.4.3 Compulsory education

Emphasis of compulsory education was also another solution given by the respondents in Mende Kalema Memorial Primary School. Compulsory education is therefore one of the solutions given by the respondents here as the solution to the school drop outs and this is because there is reluctance on the emphasis of compulsory education and this had 18.3% of the respondents. Once compulsory education is emphasized in schools, there will be a decrease in the number of school drop outs in Mende Kalema Memorial Primary School. This solution was given by the respondents because compulsory education exists in words but not in practice especially in lower levels of education. The respondents here said that the alternative to the school drop outs in Mende Kalema Memorial Primary School can be implemented mainly when there is emphasis to compulsory education in the Sub-County of Wakiso because this will force the parents to send their children to school by force and they will go because they are sent to school.

4.4.4 Provide lunch in schools

Provision of free meals at school was also seen as another solution to school drop outs in Mende Kalema Memorial Primary School with 20%. The respondents noted that it is necessary for meals to be provided in schools at a free cost because many of the pupils do not eat lunch at school and this means that they go to class hungry stomachs yet this is very hard to contain. Many of the pupils have dropped out of schools because of 'forced fasting' as said by one of the teachers who noted that many of the parents send them children to school with nothing even to eat the whole day yet this limits their concentration levels, forcing them abscond school. The teachers here agree that provision of lunch to the pupils can boost learners' performance and even promote their attitudes towards academics.

4.4.5 Reduce on learning hours

Reduction of learning hours by the school administration has also been given by the respondents as one of the solutions to the high rate of school drop outs in Mende Kalema Memorial Primary School. The respondents noted that there should be reduction in the pupils' learning hours if school drop out is to be curbed because many of the pupils are found to be dropping out and this had 11.6% of the total number of respondents. The long learning hours have affected many of the pupils in many schools because many of them have dropped due to having lengthy school hour which in many cases run between six hours to nine hours every day. This kind of trend has been so alarming in the area because a reasonable number of learners have left school after realizing that they can not cope up with the long learning hours in many schools.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATION, AND CONCLUSIONS

5.0 Introduction

This chapter was concerned with the summary of the major findings, recommendation and conclusion.

5.1 Summary of the study

The major objective was to examine the causes of pupils' school drop outs in Wakiso Sub-County. The study was conducted in Mende Kalema Memorial Primary School pupils, community members, teaching staff, and political leaders from the two Parishes were involved in the study. A total of 120 participants, 20 pupils, 10 political leaders, 20 teachers, and 60 community leaders were involved in the study. The study used both qualitative and quantitative data collection methods.

The causes of pupil's school drop outs in UPE schools in Wakiso Sub-County Primary Schools included; poverty, corporal punishments, chronic sickness, long distance of schools, and lengthy learning hours

The effects of pupils' school drop outs in UPE in Wakiso Sub-County Primary Schools in Wakiso District included; high crime rates, high illiteracy levels, early marriages, early pregnancies.

The solutions to the problems of pupils' school drop outs included; build more schools, free education, compulsory education, provision of lunch in schools, reduction of learning hours as per the respondents.

Conclusions and recommendations were then made after presenting and interpreting the data.

5.2 Recommendations

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt to address the problem of pupils' school drop out in Mende Kalema Memorial Primary School.

5.2.1 Parental responsibility

Parental responsibility is one of the recommendations that the researcher came up with in an attempt to address the high level of school drop out in Mende Kalema Memorial Primary School. Parental responsibility here comes because many of the parents have been found to be irresponsible in the way that since many of them did not go to school, they have therefore found no reason of taking their children to school many of the parents sit back to see their children miss school and they do not care about education of their children. So the researcher here recommends that the parents should take fore front responsibility of ensuring that their children go to school with out fail. This is very important because there is no way how the pupils can be left to do what they want. The parents should therefore ensure that their children go to school with out fail and they should ensure to find out their attendances at school so because some of them can go and end on the way.

5.2.2 Community involvement

Community involvement is yet another reason the researcher cam up with in this research as the recommendation in this topic of school drop out in Wakiso Sub-County Primary Schools. The researcher here found that the community members in Mende Kalema Memorial Primary School careless about the education of the children in their sub county and this is why the principal researcher recommends that there should be community involvement in the education of the children in this Sub-County. The African culture states it very clear that 'education of a child in Africa is sole responsibility of the whole community'. This phrase means that education of the child goes beyond the role of the individual parent to the role of the whole society at large.

5.2.3 Government role

The Government is here by called upon to take a role in the education of the children in Wakiso Sub-County Primary Schools. The issue here is that the government has been found to be relaxed and mindless of the situations in schools and the general problems that the school going children are facing from wherever they are studying from. The students have a lot of problems that the government does not know and many of these problems have forced the children to drop out of school but the government through the Ministry of education has done nothing. The government's role is to guard the citizens from any harm but the government of Uganda seem to have neglected this because many of the pupils are not cared for by the government and this is a reason why they drop out of school for example the government does not warn teachers over corporal punishments, over charging of fees to the pupils in public schools among others.

5.2.4 Ban corporal punishments

Corporal punishments should be totally banned from the school in Wakiso Sub-County Primary Schools so that the pupils can have peace and a good atmosphere of studying. The researcher found out that many of the students have dropped out of school because of corporal punishments levied to them by their teachers and this so happens mainly in rural schools. The government is therefore called upon here to safeguard the students from such kind of mistreatment because it is against human right. The pupils of Mende Kalema Memorial Primary School need to be protected from corporal punishments because it undermines their potential and lowers their concentration if they are left in the hands of the mercy less teachers.

5.2.5 Arrest school drop outs

Arresting of school drop outs is one of the recommendations given forth by the researcher for this research topic. The researcher here recommends that there should be imprisonment of school drop outs in Wakiso Sub-County Primary Schools. The researcher here states that arresting of school drop

outs should be seriously done the responsible authorities in the Sub-County. Because many of the pupils drop out of schools for even no reason and this has been fuelled by the absence of any law that prohibits the dropping out of school when one is still in the school going age. The government and the general district officials need to implement laws that are quite applicable to the school going children and this law should work to prohibit the students from unnecessary drop out of school. Once this is done, there will be total reduction in the number of school drop outs in Wakiso Sub-County Primary Schools.

5.2.6 Promote career guidance

Career guidance should be promoted in Mende Kalema Memorial Primary School in the way that the learners ought to be guided on what to do as far as education is concerned. Many of the learners do study but they do not know why they are studying and many of them think that they are studying for their parents or their teacher who do force them to study hard and even go to school. Career guidance was found to be lacking among the learners and this is why many of the pupils could voluntarily drop out of school since they have no vision. The researcher therefore recommends that there should be career guidance imparted on the pupils by their teachers and even the parents plus all stake holders in schools. Once there is career guidance among the students, it becomes very hard for them to study because they lack directions of studies and visions of studies.

5.3 Conclusions

The conclusion was made in line with the various themes of the study and was based on the findings of the study

The causes of pupils school drop outs in UPE in Wakiso Sub-Count primary schools included; poverty with 35%, corporal punishments with 20%, chronic sickness with 21.6%, long distance of schools with 13.3%, and lengthy learning hours with 10%

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